



SCHOOL LIFE



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THE WHITE HOUSE,
November 11, 1918.

MY FELLOW COUNTRYMEN:

The armistice was signed this morning. Everything for which America fought has been accomplished. It will now be our fortunate duty to assist by example, by sober, friendly counsel, and by material aid in the establishment of a just democracy throughout the world.

In these three sentences, said to have been written with pencil on a half sheet of White House paper early Monday morning, November 11, the President announced, first, the accomplishment of the great task upon which we entered with the Allied countries twenty months ago, and to which we have devoted our energies with a unanimity and singleness of purpose unprecedented—the destruction of militaristic autocracy and the ending of a world era; second, our new task, no less important and no less difficult, of helping to establish just democracy throughout the world. The first task was accomplished within twenty months of our entrance into the war. The full accomplishment of the second may require as many years, but we shall work at it as devotedly and wholeheartedly as we worked at the first. And there will be the joy of working at a great task of construction, with the consciousness of the fact that we are helping to build a new world on the permanent basis of intelligence, freedom, democracy, and good will.

From our entrance into the war until the signing of the armistice the Bureau of Education has acted on the principle that we had before us two tasks of supreme importance: To win the war for freedom and democracy and, possibly, for permanent peace, and to fit ourselves and our children for life and citizenship in the new world which the war was making possible. The first of these tasks has now been accomplished more fully and completely than most of us could hope a few months ago. The other task is just begun, but it must be done as thoroughly and well as the first. Patriotic duty to our country and our obligation to the new world demand that we should work at it now and for years to come with redoubled energy, and with unanimity no less complete than that with which we have waged the war.

P. P. CLAXTON,
Commissioner.

REORGANIZATION OF THE PUBLIC-SCHOOL SYSTEM OF CALIFORNIA.

State Board of Education takes the Initiative in Comprehensive Study—Guiding Principles Agreed Upon—Proposed Amendment to the State Constitution.

The State Board of Education of California, through the appointment of a committee of twenty-one of the leading local educators to consider the reorganization of the public-school system of the State, has undertaken a study which, judging by the report of a subcommittee recently made public, gives promise of offering a notable contribution to the discussion of educational problems of this Nation and to the devising of practical plans for their solution.

The committee organized by appointing three subcommittees: One on organization, under the chairmanship of Dr. A. F. Lange; one on school finances whose chairman is Superintendent Mark Keppel; and the third on the curriculum, with Dr. E. C. Moore as chairman. The report of the Lange committee on organization is the first to be presented.

In defining the scope of its field of investigations the subcommittee limits itself to matters relating to the general structure of the school system considered as an organ of the body politic and to the operative machinery necessary to give its conclusions effectiveness.

As an approach to its study the committee agrees upon certain guiding principles, which, as stated in the report, are as follows:

1. Education being a supreme State interest, the people thereof as a corporate whole, is the ultimate source of authority and responsibility.
2. The corporate whole, in order to realize itself as a democracy, must strive to provide completeness of educational opportunities, not only with respect to continuity, but also with respect to variety and equitable distribution; and no child citizen must be allowed to become an adult citizen without education.
3. Democracy itself being a school for all, the kind and degree of State control of education must be determined by the essentials of the general welfare, which, to be sure, will vary from time to time; the component units, however, must always have ample scope for learning how best to contribute to the educational prosperity of the inclusive whole.
4. The end sought being progress as well as preservation, the legislature, acting under the Constitution, must have ample scope for promptly adapting educational arrangements to the successive stages of social development.
5. In order to promote both democratic solidarity and adequate management, the school system of a democratic commonwealth must needs be one system.

(Continued on page 7.)

SOME POSSIBILITIES OF THE VILLAGE COMMUNITY SCHOOL.

The Village Frequently the Center of All Phases of the Life of the People Except the School Life—School the One Interest All Citizens Have in Common.

In recent years we have been much interested in the schools of the city and of the open country, but the schools of the villages have been neglected—to some extent forgotten. Walter S. Doffenbaugh, specialist in city school systems, Bureau of Education, points out that the problems and the possibilities of schools in villages of less than 2,500 population are rarely mentioned in school journals and at educational meetings.

That the village school has an important part to play in the life of the Nation is evident from the fact that there are in the United States about 10,000 incorporated villages of less than 2,500 population. These may be classed as mining, manufacturing, suburban, and agricultural, each having its own peculiar problems that make generalizations regarding village life practically impossible. The mining village may or may not have intimate contact with the surrounding country. The same is true of the manufacturing village. The suburban village may usually be classed as a part of the near-by city. Villages located in agricultural regions usually have about the same characteristics and have great possibilities as centers of community life. They are the trading points for practically all the farmers of the neighborhood. Hardly a week passes that every farmer in the

community does not go to the village to trade at the store, to have some farm implement repaired, to have his horses or mules shod, to have his auto repaired at the village garage, to deposit his money in the bank, to attend lodge meetings of some of the fraternal organizations, or to pass a few hours at some store or in a hotel office swapping stories with the other farmers of the community. The farmer's wife goes to the village to purchase groceries, dress goods, shoes, and on other errands.

Many of the people in the neighborhood of the village attend one of the village churches (there usually being three or four), so the village to a large extent becomes the church center for the community. Many villages are the centers of the amusements and recreation for the surrounding country. If it is a village of 1,000 population, or even less, it has a picture show at least once a week, the patronage being drawn not only from the village proper but from the entire community. There is the village baseball team composed of the boys and young men of the village and also of some of the boys and young men in the country. Often, too, there is the village brass band made up of the musicians of the village and surrounding coun-

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DEMOCRACY'S DUTY TO EDUCATION.

PROPOSED AMENDMENT TO THE CALIFORNIA STATE CONSTITUTION.

The education of all members of a free commonwealth being essential to the safety, progress and general welfare thereof, the Legislature of California shall ever encourage efforts calculated to further physical vigor, mental power, the appreciation and cultivation of art, standards and habits of right conduct, economic fitness and skill and loyal and efficient citizenship in general; and shall provide, as adequately as may be possible, for one unified system of State education, the same to be so organized and administered as to secure not only continuity of educational opportunities through all the gradations of learning, training and research but also the necessary variety and the adequate distribution of such opportunities.

THE CAMP LIBRARY.

An Important War Institution for Education—How the American Library Association is Introducing the Soldier to the Books he Needs.

As an institution for education, the camp library is finding opportunities for service as great as those of the public library of civil life. In a field which ranges from instruction of illiterates to reference library work comparable to that of the technical college library, new possibilities are constantly opening up, and the development of this phase of the War Library Service of the American Library Association will probably be the outstanding feature of the work for the coming year.

Of the 43 large camp libraries maintained by the American Library Association, the most highly developed along technical lines is that at Camp Johnston, Fla., the big Quartermaster Corps camp, training its men by means of 20 to 30 schools. Here are taught such practical subjects as ocean and rail transportation, reclamation, baking, accounting, plumbing, bootmaking, cleaning and dyeing of textiles, blacksmithing, concrete work, canvas work, and tentmaking. The support which the camp library has given to this work is emphasized by the camp educational director, who said: "Without the library, the schools could not do their work effectively or efficiently."

To bear out his statement, here is a list of the titles of books taken from the library by Army instructors at the camp in a single day: Handbook on Trains, Transportation of Troops and Material, Traveling under Orders, Pocket Field Manual, Field Service, Provisioning of the Modern Army, Text on Roads, Malleable Casting, Scientific Management, Manual for Quartermasters, Guide for Company Clerks, Principles of Military Training, Pure Logistics, Suggestions to Officers, J. Harvey's Advertising, Lessons in Signaling, Mess Sergeants' Handbook, What a Soldier Should Know.

Only two books for recreational reading were taken out by instructors during the day, and they were: Huckleberry Finn, and Kipling's Departmental Ditties and Barrack Room Ballads.

In camps where educational directors are confronted with large numbers of wholly uneducated men, as for instance 2,500 negro illiterates at Camp Gordon, the library comes to the fore as an institution for rudimentary education. Spellers, elementary English grammars, and easy primers are the library's contribution to the work. Curiously enough, in this work Robinson Crusoe has proved

a right-hand aid to the camp librarian at Camp Gordon. Practically every man, no matter how little he could read, the librarian averred, knew enough about the story to be able to toil through it with sustained interest. No other book has served the same purpose.

Classes in the camps for foreigners educated to some extent in their native languages but unable to speak or read English show a total attendance of many hundreds of thousands. Work in these classes is supplemented by the books provided for the needs of the instructor by the American Library Association camp librarian.

In every camp in the country the demand for easy French books and for French grammars and dictionaries runs high, and the libraries have been well able to back up the work of French classes. Everywhere, too, the men in camp visit the library with the serious purpose of acquiring definite information along technical lines, seeking education in military subjects and in civilian professions and occupations. Even in hospitals, where one expects light reading only, the men look ahead to civilian life, beginning to clamor for technical reading as soon as they are convalescent.

Another educational opportunity in connection with the work of the hospital library lies in the reconstruction department, where men, returning disabled from overseas and men unfitted by disease to return to their former civilian occupations, are taught new trades and professions. Every occupational classroom needs its specialized deposit library. This phase of military hospital work is only just beginning—at present reconstruction work is carried on in only a few of the 102 hospitals served by the Library

SCHOOL LIFE.

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Bureau of Education.*

SCHOOL LIFE is the official organ of the United States Bureau of Education. It furnishes to superintendents of schools, members of school boards, university, college, and normal school officers, and students of education generally current information concerning progress in education, as obtained through the Bureau's regular channels, including reports from State officials and from field workers of the Bureau. It gives summaries of all the publications of the Bureau, as well as important publications of other agencies.

Terms: Copies will be mailed free to administrative educational officials. Additional copies will be furnished to schools, single or in quantities, at 50 cents per year.

Remittances should be made to the Superintendent of Documents, Government Printing Office, Washington, D. C., and should be by cash or money order. Stamps are not accepted.

War Service, but the American Library Association is planning to give solid support to the work as it expands with the return of more men from overseas.

Less direct but far-reaching is the educational work accomplished by the camp library through the Y. M. C. A. lecturers, who draw from the library the material of their talks. Through this medium alone the number of men whom the camp library has been able to reach is estimated by William Orr, educational director of the national war work council of the Y. M. C. A., at 1,000,000.

SCHOOL FARMERS IN LOS ANGELES.

Los Angeles, Cal., reports the following summer work in the high and intermediate schools:

Number of teachers engaged in supervising agricultural projects, 13.

Number of projects under direct supervision, 1,600.

Approximate number of projects directly and indirectly under supervision, 2,400.

Average size of mixed vegetable-growing projects, 2,500 square feet.

Average approximate value of single projects, \$14.

Largest single amount realized by a single project worker, \$120.

Approximate commercial value of all supervised projects, \$21,000.

Largest amount realized from sale of projects grown on one school ground during spring and summer, \$726.

Nature of agricultural work: (a) Mixed vegetable-growing projects; (b) special-crops projects; (c) animal projects.

SOME POSSIBILITIES OF THE VILLAGE COMMUNITY SCHOOL.

(Continued from page 2.)

try. On Saturday afternoon and at other times the young folk naturally seek their entertainment in the village.

SHOULD BE A CENTER FOR SCHOOL INTERESTS.

In brief, many of the villages in the United States are the center of life for the entire countryside—commercial, church, social, and recreational. There is often one exception. Seldom is the village the school center of the community. Here the life of the community and of the schools become divorced, the practical everyday life centering in the village while school life, which should be related to everyday life, does not. It is not unusual to find as many as 4 or 5, and in some densely populated sections of the country 8 or 9, one-room schools within a radius of 2 or 3 miles of the village, which is the community center for all other purposes.

All the children living within the territory which the village serves as a trading, social, church, and recreational center should attend the same school, provided the village school authorities are willing to develop the type of school which meets the needs of the surrounding rural communities. In other words, the village in such a group of communities should be the consolidation point. This does not necessarily mean that the school should be located at the exact center of the village. It might be as much as a half mile away, depending upon whether grounds suitable for play and agricultural purposes are available in the village proper.

In some types of community, such as a mining village or a manufacturing village, the interests of the village may be so different from those of the contiguous rural communities that the same school can hardly be expected to serve all.

The one-room school can not minister fully to the social and intellectual needs of the entire community, since a community as a rule is larger than the district served by the school. Neither do the schools of the village minister to the needs of the community of which the village is the center if the people of the entire community do not send their children to a community school located at or near the village.

ADVANTAGES OF NUMBERS.

Country children should have the advantages accruing from associating with a large number of children. The lack of life found in many of the one-teacher schools is due partly to the small number of children in school and in a class. Where there are only a few children of all ages from 6 to 16 years, games in which a group

of the same age may participate are impossible. If all the schools of a community are consolidated at the center of life, the children of the entire community, village children as well as country children, may be brought together; their vision will become wider; it will not be the village child against the country child, if it be understood that all belong to the same community, that all have the same interests. Before there can be a reorganization or up-building of country life the villager and the country man must cooperate. The way to begin to cooperate is to think together. One school for the entire community will bring about community thinking.

The community consolidated school at the village should be the library center, acting as a branch of the county library, if there be one. If the schools of a community are not consolidated at the center of activity, it is practically impossible to have library facilities. If there are three or four schools serving a community where one would answer the purpose, there may be as many small ineffective libraries as there are schools. The chances, however, are that there is no library at all.

Thus one might continue to enumerate the possibilities of the village school, or more properly the village community school. When these possibilities are once realized and used the schools in the village will become among the best in the country.

SHOULD BE INDEPENDENT OF CORPORATION LIMITS.

In order to make the village the educational center of the community of which the village is a vital part the corporate limits of the village must sometimes be disregarded. In many villages the school district does not extend beyond the boundaries of the village corporation, thus making it difficult to effect consolidation with neighboring schools. In States having a county or township system consolidation can be more easily effected, provided the village

is not independent of the county or township in the control of its schools.

For example, in one State having a township system the incorporated village has its own school board. As a consequence there has been but little consolidation of schools at the centers of community affairs. One of the villages in this State has nine one-room schools within a radius of two and one-half miles of the village, and all in the same township. The accompanying diagram of a township and its schools illustrates the conditions.

The principal of schools in one village in the township reports that a large majority of the children outside the village corporation are within walking distance of the village, and that the others could be transported at small expense, there being many good roads radiating from the village. The children in the two contiguous villages should doubtless attend the same school. There is a high school in each of the three villages, one having a four-year course and the other two two-year courses. One high school should serve the entire township.

In such cases the village schools should be directly under the township board, which should have power to locate schools where they will best serve the people.

EDUCATION IN THE MINING TOWN.

Important Conference to Consider Educational Problems—Part-Time Education—Education for Adults—Americanization.

The United States Bureau of Education and the Director of the Extension Division of the University of Pittsburgh have arranged to hold a conference at the university, November 29 and 30, on the educational problems of the mining towns in western Pennsylvania, eastern Ohio, West Virginia, and Maryland. Mine superintendents, school men, and others interested in improving education in these towns are invited to attend and to take part in the discussions. The program is as follows:

UNITED STATES BUREAU OF EDUCATION
AND UNIVERSITY OF PITTSBURGH
CONFERENCE ON PROBLEMS OF EDUCATION
IN MINING TOWNS.

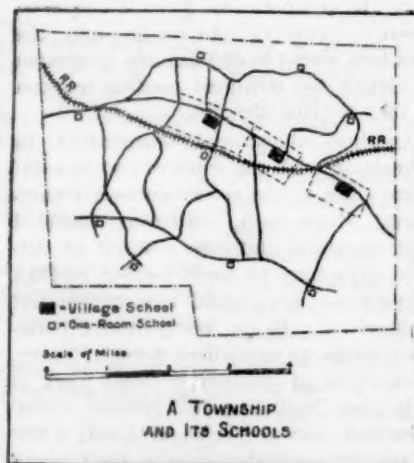
UNIVERSITY OF PITTSBURGH,
November 29-30, 1918.

Friday, 9 a. m.

W. S. Deffenbaugh, specialist in city school administration, United States Bureau of Education, chairman.

1. Difficulties in the way of enforcing the compulsory-attendance law in mining towns;

(Concluded on page 10.)





RURAL · EDUCATION

ITEMS OF SIGNIFICANCE IN RURAL SCHOOL PROGRESS



NOTES OF GENERAL INTEREST.

This is legislative year in 42 States. Much educational legislation will be enacted in anticipation of the educational reconstruction to follow the war. Now is the time for the men and women who have an abiding interest in the future of American rural life through educated leadership to give serious thought to this vital problem and intelligent direction to this legislation. Let everyone consider seriously: (1) The immediate problems of American rural education; (2) the principles that should govern their solution; and (3) the steps that should be taken to solve them—and then act.

* * * * *

Several States have recently prepared educational bills to be introduced in the forthcoming legislatures or to be voted on at special elections. A notable example of the latter kind is the article on education contained in the proposed new constitution to be voted on by the people of Arkansas at a special election in December. This constitution, if adopted, will greatly advance the educational interests of the State.

In West Virginia a State commission has drawn up a school code to be presented to the incoming legislature. This code is intended to remedy prevailing educational inequalities, particularly in school taxation, from which the schools of the State are suffering. If enacted into law the bill will advance educational matters in the State greatly.

In South Dakota the State Teachers' Association has organized a strong legislative committee to cooperate with other committees composed of farmers' and business men's clubs, women's clubs, and others, to advance the interests of education with the next legislature. The survey commission which recently made an educational study of the State, under the direction of the Bureau of Education, hopes in this way to see enacted into law the important recommendations for reorganization made by the survey experts.

* * * * *

The State of Indiana recently held its first examination for teachers' certificates since the opening of school in September. The number of applicants included in the examination was from one-fourth to one-third of the usual number for the corresponding examinations in past years. This demonstrates in a startling way the present shortage of teachers about which so much is being said of late. Some States have been obliged to draw upon the student body of the high schools to meet the teacher shortage

in the schools. This means an increasingly large number of professionally unprepared teachers. But worse still, in some places educational authorities have been obliged to take their teaching material from the eighth grade in order to fill the great demands made upon them. Here is a real emergency. May our legislators meet the emergency as it should be met.

* * * * *

Under normal conditions this country requires about 85,000 new rural school-teachers annually. For 1918-19 this number is largely increased—just how much no one is yet able to say. Under these circumstances it may not be out of place to urge, once again, that all educational institutions which can readily lend themselves to this aim organize to prepare teachers for rural schools. This would include, first of all, normal schools which are established for this purpose; the educational departments in agricultural colleges; schools of education in colleges and universities, both public and private; and, finally, county training schools and public and private high schools.

There has been much difference of opinion in our country as to the advisability of preparing rural teachers in academic institutions of secondary rank. Without here going into the wisdom of this question, it may nevertheless be said that, fortunately for the country, 22 States have seen fit to organize such teacher-training courses in connection with their best high schools. The total number of schools in these States preparing teachers for rural communities through secondary institutions was 1,493 in 1917. Since then several hundred schools have been added to the list. The present attendance is about 35,000 students. In June, 1918, about 18,000 teachers were graduated from these courses, and probably three or four thousand others who had failed to complete their courses entered the teaching profession by the examination route. The four or five States that have developed this kind of teacher-training to a liberal extent are not now suffering to any marked degree from the prevailing teacher shortage.

* * * * *

One of the most unique and successful consolidated school districts in America is the Jordan consolidated district in Utah. The schools of the district comprise 13 village schools and one well-organized high school. The high school is unique because, while it lies in the open country 1 mile from the nearest village, it draws hundreds of children from these rural villages. The schools are organized on the 6 and 6 principle. The

children all attend the village schools for six years, and then spend the next six years at the Jordan High School, to which the children are brought in a large number of transportation conveyances. The school grounds embrace 23 acres devoted to agricultural experimentation and play activities. A small model dairy is operated in connection with the agricultural department. A neat little cottage has been erected near one corner of the grounds for the principal. At another is the home of the school agriculturist who is engaged the year round, as he has charge of the school farm and grounds.

That a school organization of this type is alive to its opportunities in war time may be seen from the report given below.

WAR ACTIVITIES IN A GREAT RURAL SCHOOL.

The Jordan Consolidated School District, Utah—Educational Significance of Practical Patriotism.

By D. C. JENSEN, Principal.

COOPERATION WITH INDUSTRIES.

Hundreds of young men of our district have entered the military service of their country. To replace them in the industries of the district, especially during the harvest season, was a problem which the schools were called upon to solve. To meet this labor demand we declared an industrial vacation of three weeks in October, 1917, dismissing the high school and upper grammar grade students.

A report of the work accomplished by school children during the vacation shows the following:

Tons of beets topped.....	13,863
Bushels potatoes picked.....	78,744
Bushels apples-picked.....	19,671
Number of days' work done in addition to above.....	3,538
Number of children engaged.....	1,487

The plan worked with so much satisfaction to all concerned that we decided to continue the practice at least during the period of the war. We are now in the midst of the 1918 harvest, and so perfectly have we cooperated with the farmers through the County Farm Demonstrator, that we know of no demand for harvest help in the district which has not been promptly met, so that no scarcity of farm or factory help exists within this district. To make up the school time lost through the harvest vacation, we opened one week earlier in the fall and continued one week later in the spring.

RED CROSS MEMBERSHIP DRIVE.

At the time of the Red Cross drive in December, 1917, our enrollment was 4,206. The schools were asked to conduct the campaign for new memberships, and our district was organized with the teachers of each school in charge and all the pupils assisting in the "drive." As a result of our efforts we secured 2,905 memberships. One of our smallest schools, Upper Bingham, with an enrollment of only 87, secured 255 memberships. Not the least of the benefits derived through this campaign was the educative efforts which the drive called forth from teachers, pupils, and patrons of the entire district. This is evidenced in the fact that the second call for memberships brought forth a ready response in larger subscriptions with much less effort than in the first campaign.

THRIFT STAMPS AND LIBERTY BOND PURCHASES.

In the matter of thrift stamp and bond purchases the teachers and pupils have responded most cheerfully. The influenza epidemic struck us before our report for the summer months and the first month of school this fall was complete. But from those reports which are in it is safe to say our record up to the close of school in May will be maintained throughout the year.

The total purchases up to May 24, 1918, amounted to \$41,901.08, which is equivalent to \$9.61 per capita for every teacher and pupil in the district. We have no doubt that our children will be able to reach the \$20 per capita of thrift stamps before the year closes, and our teachers have responded to the bond purchases almost 100 per cent strong.

INCREASED FOOD PRODUCTION.

In acting upon the "Work or Fight" slogan, since our boys and girls could not fight, they cheerfully accepted the "work" mandate, as a result of which we have enrolled and actively engaged the following in various productive activities:

Boys' working reserve.....	148
Junior boys' working reserve.....	396
United States school garden army.....	1,028
Total.....	1,572

To follow up the work of these boys and girls through the summer months, and to give them such assistance, direction, and encouragement as they needed, three competent field workers were kept on full salary and full time with transportation furnished. Since not all the products have yet been harvested or marketed, we are not yet in possession of the report of the result of the summer's work of these 1,572 "win-the-war workers."

HEALTH AND PHYSICAL EDUCATION.

Examinations for entrance upon military service during the last 18 months have

demonstrated in a decidedly concrete way the necessity of conserving the physical vitality of our American boys and girls. To assist in the work of building up stronger bodies in our young people, a physical training program was adopted in the Jordan district last year. This calls for careful supervision of physical exercises, constructive drill work, and games which would insure ample outdoor exercises fitted to meet the needs of the various grades. This work, to insure its being given the attention which it merits, is programmed on the daily schedule and is rated a major subject in the curriculum of study.

A well-trained nurse is also employed who makes an effective campaign for improved health conditions, scoring each school at every visit on health habits, and also assisting in the enforcement of quarantine regulations.

About midyear, the nurse was asked to make a survey in the grade schools of the number of boys and girls who were seriously in need of surgical aid for the removal of adenoids and enlarged tonsils. She discovered over 30 cases which had already been attended to, and 256 cases needing immediate surgical attention. Parents were notified and their cooperation in the matter asked for, with the result that before school closed, 111 of these dreadful handicaps were removed. A resurvey after school opened in September revealed the gratifying fact that during the summer 123 additional operations for the removal of tonsils and adenoids had been performed so that 234 out of 256 cases discovered were attended to during the first year of our effort in this new line of health work. This year two nurses were engaged, and we look for excellent results in our program of health work in the district. In all this work, the county health department has rendered cooperative service of inestimable value to our boys and girls.

It is a significant fact that all these special activities into which the war has called us, have in no way lessened the efficiency of the work in the regular branches of the schools' curriculum. These special efforts seem to have vitalized and motivated the work in other lines, such as ethics, civics, history, geography, agricultural science, and even in language, to such an extent as to make these subjects far more significant to the boys and girls than they ever were before.

"These are the kids that raised the food that fed the man that carried the gun that shot the Hun that tried to run back to Berlin."

Motto of the Pierce County,
Washington, Boys and Girls
Club Members

WHAT CORRECT RURAL EDUCATION IS DOING FOR THE SCHOOL CHILDREN IN THE PHILIPPINE ISLANDS.

A report by LUTHER PARKER, Division Industrial Supervisor.

In the Philippines, a country of perpetual summer, the farmer who cares to work can be assured of a growing crop of some kind throughout the year. While a few farmers have something growing even if only native root crops or fruit-bearing vines, too many rely upon a single crop of rice, corn, or other staples. The rest of the year their land lies idle.

It remains for a schoolboy of the fourth grade in the little island of Anda, off the coast of Pangasinan in Lingayen Gulf, to demonstrate to the Philippines what can be done in the way of crop rotation.

In the first place, the island of Anda is not noted for its fertility but rather the reverse. It is principally used for grazing, with some desultory farming.

This schoolboy, Melquiades Cale by name, was a repeater in grade four. One of his classmates the year before had won the prize in the fruit-tree planting contest which had been offered by Miss Marian Silliman. This fact inspired the boy to return to school in June, 1917, and beg to be allowed to compete in agricultural club work. He was enrolled in the corn-growing contest by his principal, Mr. Vincente Cacho, a thoughtful and earnest teacher.

EXPERIENCE OF FOURTH-GRADE BOY.

Here is the story of the project in the quaint and earnest language of Mr. Cacho:

In June, 1917, a primary pupil of Anda won a prize in tree planting and gave a real proof of accomplishment to other members who hoped also to be awarded something beneficial to them upon bringing their project to a successful end.

This opportunity awakened other boys who had previously failed and caused them to seek to acquire ideas and promote themselves to the same qualifications. Among them was Melquiades Cale, a repeater in the fourth grade. He applied for a second trial as a corn contestant in project No. 5, for the year 1917-18. By this means the undersigned took advantage of the boy's willingness. It was proven that he was able to meet the requirements for membership as prescribed by the Bureau of Education in its pamphlet on Agricultural Clubs for Filipino Boys and Girls.

His previous lot was selected again. It contained 990 square meters (about $\frac{1}{4}$ of an acre or $\frac{1}{10}$ of a hectare).

In June, 1917, he began his work. He repaired his fences, plowed and harrowed his lot carefully so that all weeds were removed. He was instructed to fertilize the soil with stable manure in order to hope for a good crop. Carabao, horse, cow, and goat manure made the lot fertile. Potash was obtained from burning rubbish and antiquated plants.

He was instructed to allow time for the manure to soak into the soil as the water sinks. Ears of native corn were selected and tested as advised by the Bureau. After all these processes he was instructed to plant, which he did.

When his corn was about a foot high, upland rice was planted between the stalks, taking care that the plants were equal distances. As the corn was planted 1 meter apart, the rice was planted one-half meter from the cornstalks.

The only work of the boy, by this time, was to keep the lot free from weeds in order that his hopeful crop might not be robbed of the substance deposited in the soil for his plants.

HARVESTING THE CORN.

About the latter part of August his corn ripened and was harvested. He raised about 723 ears of corn, valued at \$7.23. Judging the average size of his corn it would run more than regular.

The middle of October was sufficient time for the rice to grow to the point where it showed fertility. His rice grew vigorously and was harvested at the end of the fifth month, in November, 1917. There were 25 manojos or 50 bundles. A bundle is about 1 inch more than a hand grasp in circumference at the very tip of the rice straw. It was valued at \$13, the current local price.

It was observed during the month of November that there was a chance to prepare the soil for another crop.

This was intentionally done so as to prove whether corn can produce a good crop during the earliest part of the dry season (November to May) since it was often said by the native farmers that corn will never succeed at this time.

Another preparation of the soil was made, but this time bat guano was the manure applied.

The yield of corn this time was improved, 855 ears, valued at \$8.55, being harvested. Then it was learned that the better you keep the soil rich and clean the more can be raised. The corn was harvested in March,

1918, and was taken to Alaminos for exhibition at the garden day for the district. The corn was used to decorate our booth at this exhibit.

So long as a man is well fed the stronger he is and the better he can work. So it is with the soil. We can keep it producing if we do not avoid the toil necessary. If you keep working, as a rule, you will be eating delicious food.

When the second crop of corn seemed to be full grown, tobacco was interplanted. This was done before extreme maturity of the corn. The planting and processes of cultivating tobacco were learned from expert Ilocano tobacco planters from the eastern part of the Province and good results were confidently anticipated. At the first picking the boy secured 300 leaves, valued at \$3 at the rate of \$1 per hundred leaves of about $\frac{3}{4}$ meter long.

A minimum estimate of the value of his whole tobacco crop would be \$25, which is profitable for the sake of smokers in general.

This is not all he planted, as he also planted papayas, beans, and arrow root around the field and sweet potatoes between the rows, the income from which was \$10.

Adding all his income, I obtain a total of \$63.78.

By the end of the year the papayas had begun to bear. The following planting calendar for this garden is here given: Corn, first crop, June 23 to August 10, 1917; rice, upland, intercropped, July 1 to November 11, 1917; corn, second crop, November 1, 1917, to March 10, 1918; tobacco, intercropped, March 1 to May 31, 1918.

VICENTE CACHO,
Principal, Anda, Pangasinan.

ANALYSIS OF RESULTS.

An analysis of the results obtained by this pupil is illuminating as to the results that could be secured by the adoption of intensive methods of cultivation by Filipino farmers.

Kind.	Crop.	Amount.	Value.	Approximate.	
				Per acre.	Per hectare.
Corn.....	First crop.....	723 ears.....	\$7.23	\$28.20	\$71.58
Rice.....	Intercropped.....	50 bundles.....	13.00	50.72	128.70
Corn.....	Second crop.....	855 ears.....	8.55	33.35	84.65
Tobacco.....	Intercropped.....	2,500 leaves.....	25.00	97.53	247.50
Miscellaneous.....	do.....		10.00	39.00	99.00
Total.....			63.78	248.80	631.43

The principal hopes to aid in revolutionizing farming on the island of Anda, his home, by showing the farmers through the schools what can be done through rotation of crops, intercropping, intense cultivation, and fertilization of the soil. Although this principal has never attended college nor received a scientific education, yet the prac-

tical results secured by using his common sense were so striking and of such promise if adopted by other teachers and by farmers that it is believed publication of the work done by Melquiades Calo, of Anda, may serve as an inspiration to others to the final betterment of agriculture in the Philippines.

EDUCATIONAL SURVEY OF TWO TEXAS COUNTIES.

The Bureau of Education has recently completed an educational survey of Falls and Walker Counties, Tex. These surveys

were made at the request of the county superintendents and county boards of education of the respective counties. The work was in charge of J. C. Muerman, specialist in rural education, and Edith A. Lathrop, assistant in rural education, of the

United States Bureau of Education, and C. H. Lane, chief specialist in agricultural education, United States Department of Agriculture.

Walker County is situated about 100 miles from the Gulf coast. It is a natural timber area. Over half the population is negro. It is one of the few Texas counties where the negro population has increased faster than the white population since the Civil War. There are only eight one-teacher white rural schools in a total of 24. One school plant for negroes contains 32 acres. An attempt is being made to develop this as an agricultural and industrial school. The Sam Houston Normal School, the oldest normal school in the State, is located in Walker County. Ninety-eight per cent of the teachers of the county have been trained in this school.

Falls County is a typical prairie county of eastern Texas. Its area is approximately 45 square miles less than that of Walker County. The negro population is less than one-half the of entire population. The county has 52 rural schools for white children. Twenty-three of these are one-teacher schools. There are three first-class high schools in the county, one second-class, and one third-class. The high school at Martin is one of the best in the State of Texas. Its influence has stimulated the entire county for a desire for better schools.

REORGANIZATION OF THE PUBLIC SCHOOL SYSTEM OF CALIFORNIA.

(Continued from page 2.)

PROPOSED CONSTITUTIONAL AMENDMENT.

Having formulated the guiding principles, the committee next restates, in the form of a proposed amendment to the State constitution, the implications of democracy in relation to education. In thus defining the duty of the State the committee proposes that the legislature shall create a unified system of education which shall provide for all individuals both variety of educational opportunity and necessary continuity of education reaching through all gradations of learning, training, and research. Furthermore, the proposed amendment indorses all efforts designed to promote physical vigor, mental power, the appreciation and cultivation of art, standards and habits of right conduct, economic fitness and skill, and loyal and efficient citizenship.

The committee points out that in order to carry into execution an adequate plan of administration the constitution should provide, also, for the following features:

A nonpartisan State board of education composed of seven citizens appointed one each year for a seven-year term by the Governor of the State and possessing the following powers and functions: To appoint its

own administrative officers and agents, including the State commissioner of education; to keep itself and the people of the State informed concerning the operations of the educational system; to see that the educational laws of the State are complied with; to make rules and regulations for the maintenance and promotion of wholesome school conditions; to control the certification of teachers within the State; to propose needed changes in educational legislation; and to determine the educational policies which shall be executed by the State commissioner of education, who shall himself act as the official interpreter of the school law and serve as a court of final appeal in cases arising under the educational statutes of the State.

THE COUNTY THE UNIT OF ORGANIZATION.

Furthermore, the report recommends that, except for cities, which are to be organized as independent school districts, the county shall constitute a single district, which shall have a nonpartisan board of education, to consist of from five to nine members elected at large and holding office for five years, and having general oversight and direction of the schools under their jurisdiction, with authority to form school subdistricts; to appoint a properly qualified superintendent without regard to residence, who shall be the administrative head of the county department of education; and to appoint all principals and teachers for the schools of the county, such appointments to be made on the recommendation of the county superintendent.

OBSERVATIONS ON THE RECOMMENDATIONS.

In reviewing this report, which is published in full in the October issue of The Sierra Educational News, San Francisco, Cal., Dr. Richard G. Boone, in the same issue, editorially makes the following pertinent observations:

The first observation is that such a system answers remarkably well to "modern educational insights and desirable tendencies in social evolution." Forty years of modern school practice in the best schools have left the constitutional provisions hopelessly behind. And much that has been achieved for our schools has come because an educated public sentiment has demanded such agencies as the kindergarten, physical education, the intermediate school, the junior college—more practical programs. There is no agreement among administrative units; and communities that most need certain of these and kindred accommodations shield themselves behind the fact that there is no warrant for them in the organic law. It results that the country has not kept abreast of the city in educational matters; small, poorly equipped, unequally taught schools of short terms grow up in the neighborhood of carefully supervised urban accommodations; some children have much education; others have little; an excess of local control has stratified populations; and the State, being efficient as its least developed sections only, suffers needlessly.

NATIONAL CHILD LABOR DAY.

Sunday, January 25.

November 1, 1913.

National Child Labor Committee,
105 East Twenty-second Street,
New York City, N. Y.

Gentlemen:

As never before we are coming to realize that the child is the chief asset of State and Nation, and that the highest function of our democracy is the promotion of the education and welfare of our children. Upon this depends the material prosperity, the social welfare, and the strength and safety of the country. Humanity and good government alike demand that no child shall be exploited to its hurt, that the health of none shall be neglected, and that none shall fail to be instructed in those things that pertain to its industrial, social, and civic efficiency. It is therefore fitting that a day should be set apart for the special consideration of the interests of the children and for review of the activities of those agencies which have been working in their behalf during this year of war and the distractions which war unavoidably brings. I trust the day designated by the National Child Labor Committee as Child Labor Day may be observed in all the communities of the country and that on this day we may all become more fully conscious of the fact that only through our children may we attain the ideals beyond our reach and to which we aspire.

Yours, sincerely,

P. P. CLAXTON,
Commissioner.

To correct this it seems reasonable that the system should be one system; minimum standards should be State standards; the certification of teachers must be by State authority; minimum terms and minimum salaries be equally effective throughout the State. The State must see to it that in the management of this greatest of all civic interests, neither local and neighborhood prejudices, nor geographical considerations, nor community stinginess, nor political connections, nor creed affiliations shall be permitted to cheat any child, anywhere in the State, of his civic right to the most efficient schooling the State can afford.

In line with these considerations, also, is the recommendation that, outside the city incorporations, the schools of any county shall constitute one district, under the management of one board of education, with an appointed superintendent as its chief executive; the taxes for this support levied upon the property of the entire county; the qualifications of teachers and their selection as carefully guarded as in the city; to the end that opportunities may, as nearly as possible, be equalized for all, and no one shall suffer a degree of neglect because he lives in a sparsely settled section.

EDUCATION BEYOND THE COMPULSORY AGE LIMIT.

One further consideration deserves noting; that, beyond the compulsory attendance limit, provision should be made and provided for in the constitution for compulsory day or evening continuation schooling of every working child up to 18 years of age; and such variation of the program for all as would tend to retain many more than now in the regular day schools. Some such provision is a necessity for the life of the State no less than for the individual's efficiency and happiness.

It is not too much to expect that this report may become an epoch-making document in the school history of California.

SALARIES OF TEACHERS IN VILLAGE SCHOOLS.

Why is there a shortage of teachers? A sufficient answer may be found in the following data regarding salaries of elementary teachers, compiled for 930 villages of less than 2,500 population scattered throughout the country:

Salary.	Number of teachers.	Per cent.
\$200-\$299.....	88	1.12
\$300-\$399.....	667	8.52
\$400-\$499.....	1,888	24.12
\$500-\$599.....	2,421	30.93
\$600-\$699.....	1,655	21.15
\$700-\$799.....	613	7.83
\$800-\$899.....	278	3.55
\$900-\$999.....	172	2.20
\$1,000 and over.....	45	.58

Of the teachers in these villages, 64.69 per cent receive less than \$600 a year and 33.76 per cent less than \$500 a year. Salaries in the purely rural schools are much less, and in the city schools not very much greater, though great enough to draw heavily upon the supply of rural-school teachers.

Many of the best teachers are taking up other work paying twice as much. Without competent teachers the American public school is doomed to failure; without an efficient public school America will fail in her mission as a teacher of democracy to the peoples of the world. The question may be asked: Are the American people conscious of the danger that threatens because of its neglect to provide sufficient funds to pay the public-school teacher?

Religion, morality, and knowledge,
being necessary to good government
and the happiness of mankind, schools
and the means of education shall forever
be encouraged.

The Ordinance of 1787 for the Government
of the Northwest Territory.

COOPERATION OF THE SCHOOLS AND INDUSTRY.

Additional Statements from City Superintendents—Part-Time Education a Means for Holding Boys and Girls in School Longer—Conditions in Certain Cities.

Urging the economic and patriotic value of more education, and the advantages of all-year schools and other measures, a number of city superintendents of public schools have written to the Commissioner of Education concerning the subject of the conference held in New York City on Monday, October 14. A brief report of the conference was published in *SCHOOL LIFE* for November 1, 1918. The following extracts from these letters are of general interest.

NEW HAVEN, CONN., AUTHORITIES URGE ECONOMIC AND PATRIOTIC VALUE OF MORE EDUCATION.

F. F. BEEDE,
Superintendent of Public Schools.

New Haven is a city with an estimated population of 160,000 to 170,000. The number of pupils enrolled in the public schools is 28,000; there are probably from 4,000 to 5,000 additional who attend the parochial schools. The average annual increase in attendance of pupils in the public schools for the 10 years prior to the beginning of the war was 750; for the 4 years since the war broke out the annual increase has been 625. The war, therefore, with the decline in immigration which has taken place, has resulted in a decrease of about 125 in the normal annual increase in the schools.

DECREASE IN ENROLLMENT DURING THE WAR.

There are approximately 4,000 in the New Haven High School; this is about 14 per cent of the total number of pupils in the public schools and about 12 per cent of the total number of pupils, including both public and parochial schools. The average annual increase in high-school attendance for the past five or six years has been in round numbers 200. This year there was not only no increase, but the school has about 50 pupils fewer than it had last year. About 25 high-school pupils who would be in the senior class this year have left to enter agricultural and industrial schools. Apparently labor conditions have brought about a decrease in high-school enrollment this year of approximately 225 pupils.

It is interesting to note that this decrease has been in the first-year class of the school; in the three upper classes there has actually been a small increase. A decrease, however, of about 60 in the entering class has resulted in a total decrease in the school of

50 pupils. In the seventh and eighth grades of the schools there has been a considerable increase this year.

This is not by any means an acute condition compared with the situation in many other places, and also taking into account the great demand for labor that exists in the city. New Haven is a munitions center; it is the home of the Winchester Repeating Arms Co., and there is at the present time and has been for the past year a great demand for labor of all classes, both skilled and unskilled. That this demand, with the large wages offered, has had so small an effect upon our schools is surprising.

HALF-DAY SESSIONS.

We have had no definite plan for keeping up our high-school attendance. A certain condition, however, has favored the continuance of pupils in our local high school. Owing to limited school accommodations, we have two daily sessions in our high school; a morning session from 8 to 12.30 for the three upper classes, and an afternoon session from 1.15 to 5.15 for the first-year class. This gives practically a half day to each pupil when he does not attend school. A great many pupils work at some form of employment one-half day daily; afternoon pupils work in the morning; morning pupils work in the afternoon. Their rate of pay is good. We have found some pupils receiving as high as \$15 a week, or \$60 a month, for this half-time employment. This is a great help to pupils who want to go through the high school, but whose parents find it a financial hardship to send them.

PART-TIME EMPLOYMENT ENCOURAGED.

This summer, realizing labor conditions and, furthermore, understanding that a great many pupils might drop out of school this year to go to work, I had it understood, as far as I could, that we wished all high-school pupils to return to school this fall and that they would be given an opportunity to continue the practice that existed last year of attending a full session of school daily and of working a part of the day when not in school. I mentioned this to the newspapers and they made some comment upon the opportunity thus offered to young people. I believe in the plan. I do not believe it has any harmful physical effects. Pupils ought to be provided with opportunities to work at the present time. We have gone too far, I think, in forbidding pupils to go to work and in taking away from them the opportunity to earn money while they are going to school. My experience has shown that in forms of labor that are not unhygienic pupils thrive and grow stronger by working several hours daily in addition to doing their school work.

There are probably some unfavorable effects upon their scholarship. Pupils can

not work all day and make as good preparation evenings for their school work as if a portion of the day were allowed for recreation and rest. Nevertheless, the effect upon scholarship in the New Haven High School has by no means been serious; I can not say that on the whole it has even been noticeable. It has had the favorable effect of requiring teachers to teach better in order that pupils who have less time for study may accomplish their school work.

The inclination of boys and girls to go to work at the present time is natural. We are in very abnormal times. Pupils are feeling the effects of these times and want to have some part in the world struggle. The restlessness which they show is a reaction against quiet study and a response to the demand for vigorous activities that the world is now making. It is our duty as patriotic school men to see that the schools make their contribution toward meeting the labor necessities which exist at the present time. While our standards of school work ought to be maintained and while, as our commissioner has urged, there should be no deterioration in school work, nevertheless we must realize that this great war must be won for democracy and for freedom and that the schools must do their part.

SERVICE IN GOVERNMENT DEPARTMENT MAKES STRONG APPEAL TO TEACHERS AS WELL AS PUPILS.

CHARLES J. KOCH,

Superintendent of Public Schools, Baltimore, Md.

SHORTAGE OF TEACHERS.

The proximity of Washington City and the allurements of the high salaries in Government departments have induced many of our teachers to ask for a leave of absence and go into Government service. To make matters still worse, Federal offices have been opened in Baltimore. In consequence about 130 teachers are now on leave of absence, and the number is increasing at every board meeting.

The supply of trained substitutes has been exhausted, and there are probably 150 untrained substitutes in the classrooms every day. In addition to long-termed vacancies, there are many cases of sporadic absence. It happens some days that as many as 20 classes have to be dismissed for a lack of any kind of substitute teacher at all.

At present the schools are closed on account of an epidemic of influenza.

ATTENDANCE OF PUPILS.

The monthly reports for September show a considerable falling off in the academic and commercial high school for boys (Baltimore City College); but there is an unexpected increase in the enrollment in the

(Continued on page 15.)

HOME ECONOMICS

COURSES IN FOOD CONSERVATION FOR THE SCHOOLS.

Valuable Material Now Available in Book Form.

A COLLEGE TEXTBOOK.

During the spring of 1918 lessons in food conservation were sent out from the collegiate section of the Food Administration in cooperation with the Department of Agriculture and the Bureau of Education to colleges and normal schools of the country. Hundreds of teachers cooperated in the organization of classes to which these courses were given. The demand for the material contained in the courses gave rise to their revision and publication in permanent form in a volume entitled "Food and the War," which is now available. The contents of this volume are in two parts. Part I deals with the "World's Food Situation," and the subject of nutrition under the following chapter headings:

- I. Introduction to the world food situation.
 - II. The composition and functions of food.
 - III. The fuel value of food.
 - IV. The body's fuel requirements.
 - V. Protein—Its source and importance in the diet.
 - VI. The meat situation.
 - VII. Protein—Rich foods used in place of meat.
 - VIII. Fats and oils—Their value and use.
 - IX. The importance of wheat.
 - X. Flour and bread—The wheat substitutes.
 - XI. Sugar.
 - XII. The value of milk.
 - XIII. Vegetables and fruits.
 - XIV. Suggestions for an adequate diet—The diet of infants and children.
 - XV. Food and the community.
 - XVI. The work for food conservation.
- Part II is a laboratory outline designed to give general training in the subject of food preparation for college students who do not intend to specialize in home economics. It is arranged in the following sections:

- I. Food consumption and food values.
- II. Principles of cooking.
- III. Preparation and use of protein foods.

- IV. Preparation and use of vegetables and fruits.
 - V. Preparation and use of cereal products.
 - VI. Adequate diet.
 - VII. Preservation of food by canning.
 - VIII. Demonstrations.
- (Food and the War. Boston, Houghton-Mifflin Co. 1918. 80 cents, postpaid.)

A HIGH-SCHOOL TEXTBOOK.

Food Guide for War Service at Home, also prepared by the United States Food Administration, is a simple statement of the food situation as affected by the war, suitable for elementary and high-school teachers, high-school pupils, and the general public. In eight chapters it deals with the following subjects:

- I. The wheat situation.
 - II. The war-time importance of wheat and other cereals.
 - III. War bread.
 - IV. The meat situation.
 - V. Fats.
 - VI. Sugar.
 - VII. Milk—For the Nation's health.
 - VIII. Vegetables and fruits.
- (Food Guide for War Service at Home. New York, Charles Scribner's Sons. 1918. 25 cents.)

A companion volume entitled "Use and Conservation of Food" has been prepared for laboratory classes. Teachers will find these texts of service in planning special lessons on food conservation for general classes. (Use and Conservation of Food, New York, Charles Scribner's Sons. 1918. 25 cents.)

A TEXTBOOK FOR THE UPPER GRADES.

In response to a resolution adopted by the National Education Association calling upon the United States Food Administration to "prepare in a form suitable for use in public schools and particularly in the upper grades, lessons and material supplementary to existing courses which will promote the program of food conservation," a little book has been prepared entitled "Food Saving and Sharing." This is in the hands of the publisher. The information contained will enable children to contribute to the success of the Government food campaign, helping them to do their part in saving from want their comrades in allied lands across the sea. (Food Saving and Sharing; Garden City, N. Y., Doubleday, Page & Co., 1918. 22 cents.)

EDUCATION IN THE MINING TOWN.

(Continued from page 4.)

How to overcome these difficulties: R. K. Smith, superintendent of schools, Dunbar Township, Pa.; Edward F. Webb, superintendent of schools, Allegany County, Md.

2. Part-time schooling in mining towns for children above compulsory attendance age; Millard B. King, director of industrial education, State Department of Education, Harrisburg, Pa.

3. What economic occupations of educational value can be devised for children under 14 years of age in mining towns? How relate these occupations to school work? Orton Lowe, assistant superintendent of schools, Allegheny County, Pa.

4. How to obtain more generous financial support for schools in mining towns; J. George Becht, secretary, State Board of Education, Harrisburg, Pa.

Friday, 2 p. m.

Millard B. King, director of industrial education, State Department of Education, Harrisburg, Pa., chairman.

1. The problem of educating the adult in mining towns in subjects pertaining to mining; A. C. Callen, professor of mining engineering, West Virginia University, Morgantown, W. Va.

2. The educated versus the uneducated miner as an asset to a coal company; Josiah Keely, director of mines, Kayford, W. Va.

3. The Americanization of the adult miner; Hon. Joseph Buffington, judge of United States Circuit Court, Pittsburgh.

Friday, 8 p. m.

The conference will meet in joint session with the Educational Association of Western Pennsylvania.

Saturday, 9 a. m.

J. C. Muerman, specialist in rural education, United States Bureau of Education, chairman.

The school and general community welfare in mining towns:

(a) Health; Clarence O. Roberts, Vesta Coal Co., California, Pa.; Willard S. Small, specialist in school hygiene, United States Bureau of Education.

(b) Recreation; B. F. Ashe, sociological superintendent, Langeloth, Pa.

(c) Improvement of living conditions of teachers in mining towns; Miss Anna R. Austin, industrial secretary for mining towns in West Virginia, National Board, Y. W. C. A.

(d) Illustrated lecture on welfare work in mining towns; E. E. Bach, sociological superintendent for the Ellsworth Collieries, Ellsworth, Pa.

BUY WAR SAVINGS STAMPS.

SCHOOL HYGIENE AND PHYSICAL EDUCATION

NOTES AND COMMENTS FROM THE FIELD OF HEALTH WORK

FRENCH GOVERNMENT RECOGNIZES VALUE OF BOY SCOUT PROGRAM.

Notable Work of Former Scouts in Our Army Leads to Preparation of New System of Physical and Moral Training.

AMERICAN HEADQUARTERS NOTIFIED BY
SECRETARY OF FOREIGN AFFAIRS.

The special commissioner sent by the Boy Scouts of America to the French Boy Scouts, Dr. Charles S. Macfarland, has recently returned bringing details of the new plan of education for youth contemplated by the French Government and based on the scout program. Dr. Macfarland also is the bearer of a formal request from the Federation of French Boy Scouts that the organization in this country take an active part in the reconstruction work in France.

The scout program as taught to the youth of this country through the 452,000 members of the Boy Scouts of America has proved to be so effective in the making of good soldiers and in actual warfare that the French Government has decided to prepare a system of physical and moral training based on it.

There are already in our forces in France more than 100,000 soldiers who were Boy Scouts of America or scout officials, and the fact that a very large proportion of them have been made officers shows the practical value of scouting.

MILITARY VALUE OF TRAINING.

The unusual ability of former scouts who now are privates and officers in the French and allied armies to take care of themselves in the trenches and to get out of, and help others out of, tight places in field operations has been very noticeable and is largely responsible for the official recognition that has just been given by the French Government to the effectiveness of the scout program.

Gen. De Berckheim, president of the French Federation of Boy Scouts, points out that many of our (American) "officers and soldiers show the result of scout training; their strength comes from their spirit." "The (French) Government," says M. Pichon, Secretary of Foreign Affairs, "is preparing a general system of physical and moral training along Scout lines."

In visits to many sectors of our army Dr. Macfarland found many scout leaders and scouts, all of whom testified to the great value of the movement as a training for their

present service as officers and privates in the Army. Men who have had scout training fall readily into the discipline required and are easily mobilized for service.

Gen. Pershing spoke warm words of appreciation of the war work of the Boy Scouts of America and of the great value of the movement in its preparation of men for the discipline required in national service.

In Paris the Boy Scouts are in evidence everywhere, in uniform, serving the American Red Cross and the French Red Cross and many other war and government agencies.

A MESSAGE FROM THE FRENCH SCOUTS.

Through Scout Commissioner Macfarland the French Scouts send a message in part as follows:

"We have the belief that it belongs to us, to our Boy Scouts, to prepare men of right intent, energy, character, and lofty moral valor whose task it will be to reconstruct more nobly and more strongly our beautiful France, bruised and made bloodless by the war. This, we believe, is our immediate task.

"We urge the further constitution of a Universal Federation of Boy Scouts, grouping together little by little all the allied countries; the consolidation of the troops actually existing in France by the collaboration of the American Scoutmasters belonging to the Y. M. C. A., the Red Cross, etc.; the perfecting, with your cooperation, of our methods and means of work, plan of action,

propaganda, course for leaders and instructors, manuals for leaders of troops and patrols or for scouts, the development of specialization, etc."

"It seems to me," says Dr. Macfarland, in his report to the Boy Scouts of America, "that the whole question of physical and military training, now under discussion by our national authorities, can best be met by the methods of the Boy Scouts of America. In France the movement is under way for the physical and moral training of the boys of France modeled after the Scout principles and methods."

WHY NOT SCHOOLS?

Bank Makes Health a Basis For Credit—Man With Insanitary Home Surroundings Not Considered Good Financial Risk.

There is a bank in North Carolina that is making health and sanitary home conditions a basis for credit. The officers have reached the conclusion that a man who lives in the midst of insanitary surroundings is not a good financial risk.

"Have you a sanitary privy?"

"Is your house screened against flies and mosquitoes?"

"Have the members of your family been vaccinated against smallpox and typhoid fever?"

DEMOCRACY AND EDUCATION.

Democracy is commonly thought of as a form of government, but, primarily, it is not this at all; rather it is a spiritual attitude. "As a man thinketh in his heart, so is he." The form of government is an outward manifestation of an inward feeling, but the feeling necessarily precedes and conditions the outward form. If people all have the feeling of democracy, a democratic form of government is inevitable. The great task before the homes and the schools, therefore, is to generate this feeling, and now is a most opportune time for this important work. People are more neighborly and more kindly disposed toward one another than ever before. The old lines are being broken down and people are coming to think that, in a large way, each one is his brother's keeper. We are coming to estimate people by what they are and what they can do, rather than by what they have, and this is making for a higher plane of sympathy and good will. The teacher does well, therefore, to inquire how she may best use the studies of the school to generate the feeling of democracy, so that when the boys and girls emerge from their school life democracy will be so thoroughly enmeshed in their consciousness that it will be as much a part of them as their breathing. Hence no teacher ever needs to apologize for saying that she is teaching democracy by means of history, geography, grammar, and civics.

F. B. PEARSON,
State Superintendent of Public Instruction,
Columbus, Ohio.

These are some of the questions that are asked a prospective borrower. According to the bank officers they are based on sound banking experience. A man who has not taken advantage of available opportunities to protect his own health and that of his family is not the sort of customer the bank wants.

The reason is simple. Take, for example, a farmer, or an average merchant. The business of such a man is almost entirely dependent upon his own efforts. A case of typhoid fever not only knocks him out of productive work, but it entails a heavy expense. Illness in the family has almost the same effect. There is an economic loss that is useless, and that is liable to make such a man unable to meet his obligations at the bank. It is one of the things that can be guarded against, and this particular bank insists that it be done.

The bank in question is in Pitt County, which has a well-organized county health department with a whole-time health officer in charge. (Monthly Bulletin, Indiana State Board of Health.)

If it is "good business" to make sanitary home conditions a basis for credit, why is it not good business for the State to make sanitary school conditions a basis for credit in the apportionment of State school funds?

SELF-IMPROVEMENT CLUBS OF LOS ANGELES.

Another Successful Example of the Club Method in Health Teaching.

Utilizing competition and the game spirit in the inculcation of health habits, and appealing to the initiative and leadership of the children themselves, the Los Angeles, Cal., public schools have inaugurated a plan of "Self-Improvement Clubs."

In a circular issued by the School Health Department of the public schools, Dr. Irving Bancroft, director, describes briefly the origin and character of the movement.

For several years Mrs. Ella H. Palmer, of the Belvedere School, has been in the habit of teaching hygiene by the club method. This method makes the formation of health habits a matter of interest because competition and the game spirit are aroused. Although originally for the purpose of teaching health habits, the same method has been adapted to other forms of instruction and work.

In the Belvedere School these clubs have been formed in the upper grades and for several years have maintained full interest. They have been useful from the point of view of discipline as well as instruction. Class and school spirit are also developed. It is to be hoped that this detailed account of the method of formation of these clubs will be of value to other teachers.

The clubs are formed by grades, the fourth grade being the lowest in which the plan has been tried. Each club elects its own president, vice president, secretary, and assistant secretary.

AIMS AND DUTIES.

The circular referred to states the aims of the clubs and the duties of members, as follows:

Aim—To be somebody, believe in it, strive for it, make it real, and have 100 per cent perfect health.

Motto—"Excelsior."

Colors—Purple and gold.

Duties—Do best work every day. Never cheat or tell a falsehood. Be trustworthy. Make others glad and happy. Bring flowers to brighten the room each day and to be given to the sick of the neighborhood each Friday. Do at least one kind deed each day. Learn as many good poems and mottoes as possible during spare moments. Bathe at least once a week. Brush and comb hair daily. Wash teeth and clean finger nails twice daily. Keep shoes polished and clothes neat and clean. Eat slowly and avoid eating anything injurious to the health. Use no slang or bad words and often ask help from a Higher Power.

Other duties which presented themselves this year were—Food conservation, Red Cross, Red Star, thrift stamps, Anti-Tobacco League, Anti-Can't Society, abstinence from the use of tea, coffee, gum, and rich foods. True politeness and courtesy everywhere.

DAILY INSPECTION.

The president of each club appoints a committee of one boy and one girl, whose duty it is to question the members on their list twice daily on the following points:

1. Did you get up smiling?
2. Did you exercise before breakfast?
3. Did you wash your hands and faces, and clean your nails before coming to school?
4. Did you eat slowly a good breakfast without coffee?
5. Did you brush your teeth after breakfast and after supper?
6. Did you shine your shoes and comb your hair?
7. Did you have a handkerchief?
8. Did you drink a glass of water before each meal?

Regular meetings of each club are held every Friday afternoon. At these meetings members are questioned, and records are kept of the number of rules which have been faithfully observed during the week.

PUBLIC HEALTH CHARTS FOR THE USE OF TEACHERS.

The American Museum of Natural History in New York City some years ago issued a series of public health charts for the use of teachers in the public schools of New York. They were designed especially for the use of schools where it was not desirable or possible to use educational films. The demand for these in the schools was much greater than the supply.

To meet this demand the museum has just issued a new edition, entitled "The Spread and Prevention of Communicable Disease,"

in sufficient number, it is hoped, to supply all the schools of the city. The charts are 22 by 38 inches each, and each set consists of 15 charts on heavy paper, and they are suitable in every way for hanging on the wall. Each chart is accompanied by a bulletin containing information which may be of service to teachers in talks on the subject of physical well-being.

To meet numerous requests from educational institutions outside the city a limited number of sets are offered for sale at the nominal price of \$6 each, plus express charges. Further information regarding the new edition may be obtained from George H. Sherwood, curator, Department of Public Education, American Museum of Natural History, New York, N. Y.

DEVELOPMENT OF INDUSTRIAL AND TECHNICAL TRAINING IN HIGH SCHOOLS URGED.

Importance of Mechanical Skill and Technical Knowledge Emphasized by War Emergency—Definite Program Formulated by Special Committee—Practical Suggestions from Schoolmen.

The present needs of the Army and Navy for trained mechanics, and the needs of the industries concerned in the support of the war, make it imperative that high schools help in the special training of boys and young men along these lines.

To assist in formulating the essentials of a definite program, the Commissioner of Education summoned to Washington a group of specialists, including principals of technical high schools, directors of manual training in city school systems, and representatives of trades schools and institutions for the training of special teachers. A series of conferences resulted in a report which has just been issued by the bureau as Secondary School Circular No. 4, "Industrial Arts in Secondary Schools in the War Emergency."

GENERAL CONSIDERATIONS.

The primary purpose of this report, and of the resulting activity in the schools which it is hoped may be called forth, is twofold: (a) To increase greatly the number of boys and young men receiving instruction in technical and industrial work; and (b) to increase the practical effectiveness of the instruction by bringing about a more definite coordination between the work of the schools and the needs of the people, particularly in the present crisis.

This appeal is directed toward influencing schools and cities which have thus far done

(Continued on page 14.)

FOREIGN NOTES

War Time Education Glimpses From Overseas

ADULT EDUCATION IN GREAT BRITAIN.

Economic Obstacles in the Way of Educational Reforms—Evil Effects of Monotonous Work and Long Hours—Reconstruction of Civic and Social Life—Facilities for Neighborhood Assemblies Essential.

An important phase of the preparations which are being made for industrial and social reconstruction in Great Britain is presented in the interim report of the committee on adult education, other than technical or vocational, entitled "Industrial and social conditions in relation to adult education." The views of the committee tend to show "that education is hampered in many directions by economic obstacles, that industrial and social reforms are indispensable, if the just claims of education are to be met, and that the full results of these reforms will be reaped only as education becomes more widespread."

Among the insuperable obstacles the committee finds excessive hours of labor, heavy and exhausting kinds of work, "shift" system or night work, and poor housing conditions.

In order that the people may have better opportunities to widen their intellectual interest, the committee recommends a reduction of the working day. They are of opinion that the maximum legal working day should not be more than eight hours, and in certain heavy and exhausting kinds of work or in shift work even eight hours seem to be too long. They urge that overtime should be regulated and reduced to a minimum.

The report further analyzes the effect of monotonous work on the human mind, and recommends alternating forms of employment to counteract the depressing mental effect. The committee finds that unemployment is another obstacle to mind culture, and advocates the introduction of some means to minimize fluctuations in the volume of production and thus protect the wage-earner. The extension of holidays with pay is greatly urged. Finally, the committee lays stress on the improvement of housing conditions, which it considers an important factor in the life of a nation.

The report makes a special plea for reconstruction of village life and work. The rural population suffers mostly from disabilities and lack of opportunities for

intellectual development. The committee recommends, therefore, the provision of a hall under public control in every village. Significant also is the position of women, whom the committee expects to contribute to the solution of future problems. All these recommendations are based on the fact that "industry exists for man, not man for industry, and if it be true, as it is, that modern industrial conditions have often tended to deprive the worker of the education which he previously derived from the intrinsic interest offered by his work, that fact makes it doubly important to supplement his deficiencies by a humane and generous educational policy. Adult education, and indeed good citizenship, depend in no small degree upon a new orientation of our industrial outlook and activity."

A NEW SCHOOL FOR BOYS AND GIRLS IN MEXICO.

Opening of the "Colegio Internacional," an Allied School for Boys and Girls, at Chihuahua, Mexico.

A school was recently established in Chihuahua, Mexico, by members of the colonies of the allied nations. Fifty children began their studies on September 17, and the American consul participated in the opening ceremonies.

For years there has been a German school in this city, subsidized by the German Government, where the German language and German ideas have been taught; but there has never before been a nonsectarian school maintained by any allied nationals. It is confidently expected that as soon as the allied school is fully organized, the German school will have to close as there are now only 22 children enrolled.

A large old residence, excellently situated in the center of the city, was leased for a period of five years and has been remodeled at considerable expense. The building will accommodate 150 children, and it is expected that by the beginning of the January term there will be an enrollment of 100. How well Chihuahua is preparing in an educational way may be imagined when it is stated that "Colegio Internacional" will cover the smaller field not occupied by "Colegio Palmore," a long-established popular school maintained by American Methodist missionaries. The latter school, because of the past disturbances, has been closed

for several years but has just reopened with a large attendance.

"Colegio Internacional" is to be an elementary school where the study of English and French will be compulsory. It will be under the direction of American teachers employing American educational methods.

The schoolhouse is admirably suited for meetings, and is to be used as an allied center for cultural and social gatherings.

AN OPEN LETTER TO PRESIDENT WILSON.

French League for the Defense of the Rights of Man and of the Citizen Addresses the President on the Occasion of the Celebration of Independence Day, 1918—Meaning of the Sacrifices Made by Free Peoples to Preserve Freedom—Democratic Conception of Relation of One Nation to Another the Only One That Can Permanently Prevail.

That the French people see in America's participation in the great war for independence something more than the acquisition of a powerful nation as an ally is made clear in an open letter from M. Ferdinand Buisson, president of the French League for the Defense of the Rights of Man and of the Citizen, and one of the most prominent men in the educational life of France for a quarter of a century and more, addressed to President Wilson upon the celebration of the American national holiday. The point of view is of the greatest significance to American readers. In translation, the letter is as follows:

PARIS, June 28, 1918.

MR. PRESIDENT: Once again, upon the occasion of the national holiday of the United States, the League of the Rights of Man has the honor to address to you its respectful homage.

Thanks to you, Mr. President, thanks to the spirit of the Nation which has followed you throughout, Independence Day does not recall simply a glorious past, it opens upon a future of unlimited perspectives.

THE NEW WAR FOR INDEPENDENCE.

After the lapse of a century and a half, your people are again taking up, not merely for themselves, but for all peoples, the war for independence. They have judged, as do you, a world to be uninhabitable in which the weak would be crushed by the strong, and, rather than suffer the establishment of such a rule upon the earth, they will throw into the crusade for liberty their last dollar and

their last man. Already we see a million of your soldiers fighting side by side with ours against military despotism.

Civilization will owe you a still greater service. Your policy of war will have crushed the imperialistic attack, your policy of peace will found the liberty of the world.

You have indeed declared again and again that this war can not be ended as other wars by a peace like others. There were indeed reasons of an entirely new kind to decide the most peaceful of peoples to enter into the greatest of wars. These reasons you have given them. Such a people would "sooner sacrifice a part of that territory than a part of their ideal" such a people considers that "if justice is not done to all, it is not done to themselves," so completely identified do they judge themselves with the complete vindication of the right. In short, having taken their large share of suffering and of sacrifice "to serve the human race," they intend to make prevail the only peace worthy of the name, "that which will make right the law of the world."

You have warned us that this result will not be attained before proof has been made by force that force is conquered; it is necessary to wrest from force the confession of its own defeat in order to assert the victory of right. But you have not less held in view in what respects the victory of the allies must differ from what the victory of the Germans would have been.

ADEQUATE SECURITY AGAINST REVERSION TO BARBARISM INDISPENSABLE.

Our victory will not be a series of reprisals. It will not answer crime with crime. It will not continue the dreadful alternation of violence punishing violence. It will put an end not to this war but to war. It will substitute for war a permanent organization of international justice. Instead of one nation imposing its law upon another, there will be a world alliance of nations uniting themselves effectively in a society for mutual defense against the reversion to force—that is, to barbarism.

The more novel and bold this program is the more important it is to put it in plain light before all peoples, for it is identical with the very ideal of civilization.

May we then be permitted to renew here the prayer that we submitted to you some months ago; that the governments of the entente declare quite clearly what is the victory at which they aim; that they leave no doubt on the conditions of peace that they wish not so much to inflict upon the conquered as to organize for themselves and for all those who shall enjoy its inestimable benefit.

Especially now that the Kaiser himself, explaining "what this war means," has given as its fundamental reason to make the "Prussian and Germanic conception of the world triumphant," it is necessary to oppose to it with the same force and more clearness the democratic conception which, far from placing one race or one nation above all, assures to them all the right of living free.

The Basis of Permanent Peace.

Thus drawing up at once the articles of the future charter of peaceful humanity, not as a consequence but as the basis of the final agreement, showing themselves ready to enter immediately with all those who shall accept its responsibilities, its duties and its guarantees into this society of free nations the allies will strike a blow directly at imperialism: they will bathe in a new flood of light the wisest spirits both amongst our own peoples and even amongst the enemy.

When all shall see beyond a doubt that such is the form necessary for the humanity of the future and that it will be as impossible to struggle against it as to live henceforth without it, interest will do what reason would never have done: The peoples of the world in proportion as the fumes of military pride shall be scattered, will know how to find the means of forcing their Governments to submit. By degrees or by force, at the last, the entire world will subscribe to the most binding of the 14 terms of your immortal message. It will be the eternal honor of the people of the United States to have shed their blood in order to abolish that other slavery, war.

Be so good as to accept, Mr. President, the homage of our deep and respectful republican devotion.

FERDINAND BUISSON,

*President, Ligue Française per la
Defense des Droits de l'Homme et
du Citoyen.*

DEVELOPMENT OF INDUSTRIAL AND TECHNICAL TRAINING.

(Continued from page 12.)

nothing in the field of industrial arts, as well as those which should do more than they have in the past. Some cities have, for a variety of causes, come short of their own ideals and hopes. But, whatever the record and whatever the causes, it will be a national calamity if the schools do not visualize the impending situation and do their part in meeting it.

The task of those who see the responsibility of the schools and who would marshal all their forces to meet the needs of the hour may be analyzed into the following elements:

- (a) Stimulating schools and cities to expand their programs and to raise the standards of the work.
- (b) Stimulating schools and cities that have thus far been inactive to see the importance of this work and to make adequate beginnings.
- (c) Stimulating boys and girls in increasing numbers to avail themselves of opportunities that may be provided.
- (d) Creating public sentiment that will support the measures proposed by the schools and make the necessary funds available.
- (e) Making some constructive contribution toward the problem of securing the necessary teachers.
- (f) Furnishing additional information, advice, and suggestions as to procedure whenever needed.

RADICAL ACTION URGED.

The first and main reliance must be on larger enrollments, more intensive methods, and more efficient activity in schools already provided with suitable equipment. If new equipment is to be acquired, schools should limit themselves so far as possible to what is available and near at hand, and proceed with caution in entering the mechanical equipment market.

In considering the qualifications of the teachers who are to carry out the suggestions of this report it is important to observe the emphasis placed on practical experience and knowledge of the occupation for which the students are preparing. At the same time it should not be overlooked that this is a *teaching job*. Superintendents may well take warning from abundant experience of the difficulties involved in employing mechanics directly from the industries as teachers, without professional preparation or teaching experience, except under skilled supervision and direction. There is a technic in teaching, just as there is a technic in a skilled trade, and the possession of one is no indication or guaranty of the possession of the other.

The purpose of the instruction is to make a definite and substantial contribution toward increasing the available supply of skilled mechanics in whatever line the school possesses or can procure the requisite facilities, but especially in those trades called for by the Army. No school should fail to do what it can simply because it can not do the complete job and turn out finished journeymen workers. The "foundational work" fundamental to a group of trades is just as important, when efficiently done, as the more specialized trade instruction which comes later. The former can be done in the general high school, in the junior high school, and in the upper grades of the elementary school when facilities for the more specialized trade work are out of the question.

The point is that any school having any kind or amount of technical equipment should use it to the utmost in this emergency, and carry its students as far as possible toward the goal of preparation for definite service; and schools which now have no facilities for this work should not delay remedying this lack of what now appears to be an essential feature of the modern school system.

RECOMMENDATIONS.

The general recommendations of the committee may be summarized as follows:

(1) The high schools of the country should undertake this work immediately. The type of training which fits the boy to be of most value in war emergency work furnishes him with an excellent foundation for work in industry after the war.

(2) Boards of education should make such additions to the curricula of the schools as will enable them to offer training preparatory to some of the occupations suggested. Boys who are not taking college-preparatory courses may well substitute shopwork for some of the academic subjects.

(3) Wherever practicable, cooperative shopwork (part-time division between schooling and employment) should be introduced under the direct supervision of the public-school authorities.

(4) Immediate consideration should be given to lengthening the daily, weekly, and annual school sessions.

(5) Wherever practicable a number of elective two-year vocational courses should be offered, with the following division of time:

(a) 15 hours (60 minutes each) per week in shopwork.

(b) 15 hours (60 minutes each) per week in related subjects, which may include English, mathematics, free-hand drawing, mechanical drawing, science, industrial history, citizenship, physical training.

(6) For the war-training work in the general high school the minimum amount of time should be 10 hours (60 minutes each) per week, for a period of three years. This work should include: (a) Shopwork; (b) drawing; (c) related sciences.

(7) Those schools which have no equipment for teaching vocational subjects, but which do have available space, should use this space for shop purposes. In other cases rooms outside the school building should be rented, or a temporary building should be erected for such purposes.

(8) From 4 to 10 periods (40 to 45 minutes each) per week in the seventh and eighth grades should be devoted to handwork, with the emphasis upon practical shopwork in wood and metal preparatory to the work suggested for the high school.

(9) Consolidated and rural schools of elementary grade should be encouraged to undertake such handwork as conditions may permit, with the thought of developing skill and resourcefulness.

THE TEACHER PROBLEM.

(10) Boards of education should exercise care in the selection of shop teachers. A teacher to be successful should have a practical knowledge of the shopwork to be taught and experience in handling boys. It is sometimes practicable to use the services of a skilled tradesman for part-time teaching.

(11) It should be clearly recognized that the demand by the Army and Navy and by essential war industries for workers in technical and industrial fields is so urgent that teachers of these branches may render their country the maximum measure of patriotic service by remaining in the teaching work.

PRACTICAL SUGGESTIONS.

The report has been prepared in the form of practical suggestions for carrying out the recommendations of the committee. An analysis of the needs of the Army, Navy, and war industries is made, and the important occupations for which training is most needed are arranged in seven groups. The work which schools can do in each group is presented under the headings: (a) Foundation work, and (b) Specialized trade courses. The trade processes that should be taught are briefly outlined, as well as the nature of the work in related subjects, such as drawing, mathematics, and science.

There are included also suggested standards of qualifications for admission to the classes, size of classes, and amount of time required to accomplish the desired results.

COOPERATION OF THE SCHOOLS AND INDUSTRY.

(Continued from page 9.)

technical high school (Baltimore Polytechnic Institute). The high schools for girls show a considerable increase in enrollment.

In grades seven and eight there has been some loss, but not as much as we had expected. The falling off is in the poorer sections of the city.

In addition to the opportunities for extremely profitable employment in Government offices, and the expansion of industries long identified with Baltimore, a number of munitions factories have sprung up in this city. This is causing a very considerable change in employment, and the recent survey shows that many men have left our clothing factories to take up work in the higher paid branches of munitions factories.

CONDITIONS IN BRIDGEPORT, CONN., NOT DISCOURAGING.

B. J. SLAWSON,
Superintendent of Public Schools.

The demand for labor in the city of Bridgeport is for what is classified as the "common laborer." This demand has become so imperative that the wage scale has advanced to 50 cents an hour while the skilled mechanic's scale is only 62½ cents an hour. This is the fundamental cause of the labor difficulties that have occurred recently in the city and it leads to a greater evil in the labor organization with reference to the service rendered the manufacturer. It has developed that a common laborer who, through the demand for workmen in the piece work jobs, has been selected and placed in such a position, immediately becomes a skilled workman and demands the scale of wage. To lessen this growing evil the city has registered all the women of the city and asked for volunteers to work in munition factories. It is reported that a large number of the women of the city are now in the employ of the munition factories, and I am advised that the women in a much shorter time become far more efficient operators of simple machines than men. The effect of this will have a tendency to keep the man classed as a common laborer in his present position and at least retard his advance when promoted from the position as a common laborer to the immediate classification as a skilled mechanic.

We have made a study of the pupils who have left the public schools and, while the figures show a large number, conditions are really better than is generally supposed. There were about 22,000 registered students in the public schools of this city July 1; out of this number 578 have been located in the employment of the industries and other occupations of the city. We have no study of previous years for basis of comparison, but the permanent work certificates granted during the same time, namely July 1 to October 1, shows the demand this year has been an increase of over 50 per cent. This figure, however, is not reliable and is not true with reference to the number of pupils who were in schools in June and who apparently have left school permanently for work. It includes all those who have left school under these conditions, together with a large number of boys and girls who have moved to the city during the past three months and who entered industry before the opening of school.

MANUFACTURERS COOPERATING.

I want to give credit to the manufacturers of the city for playing fair with respect to the minor. From what statistics I have at hand it appears that out of 578 who are

working a comparatively small number (less than 50 per cent) are really engaged in industry; but they are working under what we have termed "other employment," so that our loss has not been directly to industry but undoubtedly indirectly to it inasmuch as industry has made vacant the positions in other employment to which these young people have gone. On the whole I do not look upon the situation as at all serious, if we people from the schools are willing to recognize what to me is a fundamental principle and at the same time a great opportunity. I refer to the fact that it is time that we appreciate more clearly than we have heretofore that education does not consist alone in classified knowledge which we have heretofore obtained very largely from the storehouse of books, but that there is quite as much education directly from the source of employment as from the course of study, and that there is a very much larger gain in real power to the student who has the ability to interpret his academic study in terms of actual work and the demands which work make upon him for academic education.

THE CURSE OF IDLENESS.

Personally I believe that the time has come when we must cooperate with labor, and labor with us, in a fuller and more complete educational plan. The old theory that the child must be given his 15 years of childhood and adolescent life to become schooled, to me is the biggest heresy in educational philosophy. We have had altogether too much of this "namby-pamby" attitude of people toward the demands made upon child labor. It is the misuse of the privilege of child labor rather than the proper use of it that has been the curse of the country. In my experience I have yet to find a single boy or girl who has ever been injured in any way by a reasonable amount of work; but I have found a great many—I am about to estimate them in thousands—whose future has been blasted from the lack of opportunity and the necessity for work. I have not the figures for the total number of boys and girls in the city who are working part time, but our high school shows a very commendable attitude—at least 30 per cent of the young men and women are working either forenoon or afternoon. Inasmuch as our high school has a single session, part attending in the morning and having the afternoon free, the other part attending in the afternoon and having the morning free, I sincerely regret that 99 per cent are not spending some of this free period in real work. I am not unmindful of the theory of physical fatigue and its deadening influence upon educational work; neither am I unmindful of the stupefaction that results from long hours of idleness and from the natural result of such idleness which is death to really definite, applied activity.

It is my belief that no city in this country will ever reach a high plane in educational achievements as long as it is required to go partnership with the greatest evil of all human development—idleness.

INCREASE IN POPULATION A PROBLEM IN NEW BRUNSWICK, N. J.

IRA T. CHAPMAN,
Superintendent of Public Schools.

New Brunswick is very much crowded and offers large inducements to workers in war industries. There is great demand for both men and women. In fact, the demand has been very much greater than the supply. Very large groups of workmen, consequently, have come from the neighboring villages and cities; a considerable proportion of these commute. The pressure for labor has been so great that it has been somewhat difficult to enforce the labor laws, relative to the employment of children 14 to 16 years of age. Their number, as the figures given below indicate, has somewhat increased.

The statistics of enrollment do not, however, show the conditions. During the past three years the population of New Brunswick has increased probably 50 per cent; the number of people here during the day, if taken into consideration, would make the increase probably 65 per cent. School enrollment has not changed in relative proportion. The number in private and parochial schools, which has not been fully checked, and the absence of a thoroughly accurate school census make complete data impossible.

EFFECT ON ENROLLMENT.

These facts, however, are apparent from the statistics presented:

1. The proportion of seventh year pupils is increasing. This is due largely to methods of promotion and adjustments which have been put into operation during the year.
2. The proportion of eighth and ninth year pupils is decreasing. This is accounted for by the extraordinary demands for workmen and the opportunities for employment.
3. The proportion of pupils residing in the city, attending the New Brunswick High School, is decreasing. On the other hand, the proportion of pupils from outside the municipality is increasing. The former condition arises because of the labor market here; the latter most largely, I think, because of the increasing population in our suburban communities.

OBSTACLES TO COOPERATIVE PLAN.

This fall we have made considerable effort to organize cooperative classes. There are many obstacles in the way. Most boys and girls now in school, old enough to engage in cooperative work, have definitely decided to go to school. On the other hand, those who have gone to work at the high wage scale now in operation find it very difficult for

them to give up employment at this time, even for part of the day. Besides, the economic pressure of the family and dependents has considerable to do with this question. We have not been able, therefore, to organize cooperative industrial classes among the boys of the high school. We are, however, planning for such classes for boys and girls in the commercial classes.

Evening classes have been organized in cooperation with Wright-Martin, Johnson & Johnson, and some other industries of the city, in both technical and commercial lines. In these classes we have enrolled many of our former upper grade and high-school pupils.

ENROLLMENT DATA.

	September—	
	1917	1918
Total enrollment.....	4,439	4,702
Number of pupils who are 12 to 20 years of age.....	1,544	1,646
Per cent of pupils who are 12 to 20 years of age.....	34.78	35.01
High-school enrollment, resident.....	428	442
High-school enrollment, nonresident.....	278	324
Per cent of high-school pupils who are nonresident.....	39.37	42.29
Enrollment, private and parochial schools (estimated).....		1,800

ENROLLMENT INCREASE LESS THAN NORMAL IN NEW JERSEY.

A. B. MEREDITH,
Assistant Commissioner of Education, Trenton.

The following figures regarding high-school enrollment for New Jersey are of interest:

	Increase.	Decrease.
Total enrollment:		
1916.....	50,030	
1917.....	50,726	
1918.....	51,048	322
Boys enrolled:		
1917.....	23,457	
1918.....	23,552	95
Total boys in urban counties:		
1917.....	14,263	
1918.....	14,006	257

The increase in total enrollment of 1917 over 1916 was 1.39 per cent, while the normal increase of previous years was 15 per cent.

The number of boys enrolled for 1917 and 1918 is practically the same, the difference being 95.

The loss in enrollment of boys in the urban counties (5) was 257.

In all the schools of the State there were 6,922 pupils enrolled during the twelfth year, and of these 5,832 were graduated. The great majority of the difference (1,090) left school during the senior year.

BUY WAR SAVINGS STAMPS.